



Department of Psychology
Psychology 739
Winter 2008

Work Attitudes and Behaviour
Thursdays Admin 135 14:00-17:00

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Course Objectives:

This seminar course is designed to familiarize students with theory and research on work attitudes and behavior. The course is designed to provide a background for the understanding of attitudinal and motivational constructs. In addition we will shift attention to discussion of how work attitudes and motivational constructs, among other factors, can help to explain important forms of work behaviour such as including absenteeism, turnover, organizational citizenship behavior, and counterproductive behavior. Throughout the course, emphasis will be placed on the critical evaluation of theory and research, as well as on their implications for practice in applied settings.

Because the class size is small, we all must be prepared every week to actively talk about each topic. To help in this regard we will do the following. First, there will be a discussion leader each week who will be responsible for keeping the discussion going, having questions ready etc. I will be covering 4 weeks as a discussion leader. Other than these 4 weeks, students will be responsible for serving as discussion leaders. You must select 1 week that you are willing to serve as discussion leader. You can structure the class you lead however you would like as long as a substantial amount of class time will be devoted to discussion and questions about issues or details from the readings. My evaluation of you as a discussion leader will be based on the amount of learning that occurs in your session.

Second, each student will be responsible for bringing two questions and one research idea to class each week. The questions should be thought provoking and discussion generating (not ones of clarification), integrating or differentiating ideas across readings. The research ideas must be ones that you think would really increase our knowledge on a topic, not just a minor modification or replication of an existing study. Keep in mind, research and theory in the area of work attitudes and motivation is such that reasonable people can be expected to disagree on the

nature of the constructs and processes proposed by the theorists/researchers and on interpretation of the data. Students should expect to form their own opinions regarding the works and to defend them in class.

Because the class is relatively small, classes will be conducted in an informal manner. This can be a fun and exciting seminar if we all chip in.

Evaluation and Responsibilities:

The Paper and presentation (60 %)

- (1) Paper (40 %): Each student will be required to write either a full paper or a research proposal. The paper/proposal is due **April 17 (negotiable)**. Pick a topic you find of interest and write a 10 - 14 page proposal (this excludes references, figures, appendices). You may choose the topic of your paper or proposal, but it is probably in your interests to clear the topic with me. *In addition, the topic that you choose should not be same as the topic of the week that you will be leading (see below)*. A paper may be empirical (i.e., like those papers published in the Journal of Applied Psychology), theoretical (i.e., like those papers published in the Academy of Management Review), or a critical literature review. If you choose to write a proposal, it should concern a research project you would like to undertake, and would include a detailed literature review, discussion of the research question(s) to be investigated, hypotheses with proper support (if applicable), and a section discussing ways in which the research question(s) could be tested. The thing about proposals is that you can sort of assume that various resources (time, money, help) and necessities (materials, subjects, willing organizations) are available. In order to complete a high-quality paper or proposal by the due date, you will need to work on the project throughout the semester. It is your responsibility to manage your time so as to meet the April 17 deadline on time.
- (2) In-class presentation (20 %): The final 2 weeks of the course have been reserved for student presentations. These presentations will normally be based on research conducted for the above mentioned term paper. Students are responsible for assigning readings one week in advance of their presentations and should consult at least once with the instructor prior to their presentation to discuss teaching the topic to the class.

Discussion Leader (15 %)

There are four weeks that do not have any readings. These are Week 5 (Justice), Week 6 (abusive leadership), Week 7, (P-O fit), and Week 9 (OCB). Each of the students will choose one of these topics and read widely about it. And then each of the students must provide 4 journal articles that he or she believes to provide a good overview of the topic and to facilitate productive in-class discussions. The person will be the discussion leaders of the topic in the

given week, whose role is to provide an overview of the topic, to introduce any debate/controversies, and to lead the discussions using the assigned articles. Therefore, a discussion leader is expected to read beyond the articles that he or she assigned.

Class Participation (25 %)

Your grade for weekly class participation (25%) will be determined by my evaluation of your preparation, involvement in class discussions, and attendance for each class throughout the semester.

SCHEDULE

Week 1. Organizing meeting

Week 2. Measuring Work Attitudes / Job Satisfaction

Ironson, G. H., Smith, P. C., & Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: A comparison of global, composite, and specific measures. *Journal of Applied Psychology, 74*, 193-200.

Wanous, J. P., Reichers, A. E., & Hudy, M. J., (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology, 82*, 247-252. (skim)

Dorman, C., & Zapf, D. (2001). Job satisfaction: A meta-analysis of stabilities. *Journal of Organizational Behavior, 22*, 483-504.

Judge, T. A., Thoreson, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A quantitative and qualitative review. *Psychological Bulletin, 127*, 376-407.

Harter, J. K., Schmidt, F. L., Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*, 268-279.

Week 3. Job Affect and Emotion

Tellegen, A. Watson, D., & Clark, L. A. (1999). On the dimensional and hierarchical structure of affect. *Psychological Science, 10*, 297-303.

Organ, D.W., & Konovsky, M.A. (1989). Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology, 74*, 157-164.

George, J.M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work.

Journal of Applied Psychology, 76, 299-307.

Barclay, L. J., Skarlicki, D. P., & Pugh, S. D. (2005). Exploring the role of emotions in injustice perceptions and retaliation. *Journal of Applied Psychology*, 90, 629-643.

Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: The role of affect and cognitions. *Journal of Applied Psychology*, 87, 131-142.

Barsky, A., Kaplan, S. A (2007). If You Feel Bad, It's Unfair: A Quantitative Synthesis of Affect and Organizational Justice Perceptions. *Journal of Applied Psychology*. 92, 286-295.

Week 4. Work Commitment

Meyer, J.P., Stanley, D. J., Herscovitch, L., & Topolnysky, L. (2002). Affective, continuance, and normative commitment to the organization. *Journal of Vocational Behavior*, 61, 20-52.

Lee, K., Carswell, J. J., & Allen, N. J. (2000). A meta-analytic review of occupational commitment: Relations with person- and work-related variables. *Journal of Applied Psychology*, 85, 799-811.

Diefendorfe, J. M., Brown, D. J., Kamin, A. M., Lord, R. G. (2002). Examining the roles of job involvement and work centrality in predicting organizational citizenship behaviours and job performance. *Journal of Organizational Behavior*, 23, 93-108.

Luchak, A. A., & Gellatly, Ian, R. (2007). A comparison of linear and nonlinear relations between organizational commitment and work outcomes. *Journal of Applied Psychology*, 92, 786-793.

WEEK 5. Fairness, Equity, and Justice

WEEK 6. Reading Week

WEEK 7. Abusive Leadership

Week 8. P-O fit

WEEK 9. Organizational Withdrawal

Griffeth, R. W., Hom, P. W., & Gaettner, (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26, 463-488.

Hardy, G. E., Woods, D., & Wall, T. D. (2003). The Impact of psychological distress on absence from work. *Journal of Applied Psychology*, 88, 306-314.

Rentsch, J. R., & Steel, R. P. (1998). Testing the durability of job characteristics as predictors of absenteeism over a six-year period. *Personnel Psychology*, 51, 165-190.

Morrow, P. C., McElroy, J. C., Laczniak, K. S., & Fenton, J. B. (1999). Using absenteeism and performance to predict employee turnover: Early detection through company records. *Journal of Vocational Behavior*, 55, 358-374.

Crossely, C. D., Bennett, R. J., Jex, S., & Burfield, J. L. (2007). Development of a global

measure of the job embeddedness of integration into a traditional model of voluntary turnover. *Journal of Applied Psychology*, 92, 1031-1042.

Week 10. Citizenship/Contextual Performance

Week 11. Deviance and Aggression

Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85, 349-360.

Robinson, S. L., & O'leary-Kelly, A. M. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior employees. *Academy of Management Journal*, 41, 658-672.

Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts. *Journal of Applied Psychology*, 75, 561-568.

Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance. A policy-capturing approach. *Journal of Applied Psychology*, 87, 66-80.

Diefendorff, James M; Mehta, Kajal. The relations of motivational traits with workplace deviance. *Journal of Applied Psychology*. 92, 967-977.

Venkataramani, V., & Dalal, R. (2007). Who helps and harms whom? Relational antecedents of interpersonal helping and harming in organizations. *Journal of Applied Psychology*. 92, 952-966.

Schedule Summary

1	Jan. 17	Organizing Meeting	Discussion Leader
2	Jan. 24	Measuring work attitudes/Job Satisfaction	
3	Jan. 31	Job affect and Emotion	
4	Feb. 7	Work commitment	
5	Feb. 14	Fairness, equity, and justice	Student
6	Feb. 21	Reading week	
7	Feb. 28	Abusive leadership	Student
8	March 6	PO fit	Student
9	March 13	Organizational withdrawal	
10	March 20	OCB	Student
11	March 27	Deviance/Aggression	
12	April 3	Student Presentations	Presenters
13	April 10	SIOP conference	
14	April 17	Student Presentations	Presenters